

ENGE 2620: Acquisition of English as a Second Language

First Term 2026/27

Course code and title

Course Code: ENGE2620

Title in English: Acquisition of English as a Second Language

Course description

This course aims to help students..

- Gain familiarity with key concepts in second language acquisition (SLA) theories, as a basis for understanding and developing how an additional language is acquired;
- Develop an expert and personally relevant understanding of theoretical and empirical issues in the field, including cognitive-interactionist and frequency-based perspectives of SLA and the roles of learner factors such as age, first language, and individual differences; and
- Understand the relationship between theory, research, and classroom applications.

Learning outcomes

By the end of this course, students are expected to be able to..

- Apply their theoretical understanding of SLA to their own second/foreign language learning and teaching experiences;
- Guide colleagues and others towards similar understandings;
- Continuously update their knowledge by engaging in relevant academic discourse;
- Critically reflect on and improve their professional practices; and
- Contribute to the further development and current discussion of issues in SLA.

Course syllabus

Topic	Contents/ fundamental concepts
• First language acquisition vs second language acquisition • Cross-linguistic influence • Formal approach to SLA • Sociocultural approach to SLA • Cognitive-interactionist approach • Learner language analysis • Individual differences	• Key issues and concepts of first and second language acquisition, child language acquisition, age effects • Contrastive analysis, language transfer, transfer-to-somewhere, transfer-to-nowhere • Universal grammar, principles and parameters • Vygotsky, ZPD, scaffolding, MKO, regulation, private speech, collaborative learning • Interaction approach, noticing, attention • Contrastive analysis, error analysis, frequency analysis • Working memory, aptitude, motivation, strategies

Teaching modes and Learning activities

Most sessions will involve a combination of lectures and pair/group discussions (2 hours) and tutorials that are designed to reinforce students' understanding of the key concepts and theories covered in the previous lecture (1 hour). Tutorial sessions will also include problem-solving activities and peer discussions.

On-site face-to-face	Percentage of time
<i>Lectures (hybrid)</i>	70%
<i>Group/ Pair work</i>	10%
Online asynchronous	
<i>Assigned reading</i>	20%

Assessment type, percentage, and rubrics

Assessment type	Percentage
1) <u>Attendance</u> Attendance will be strictly checked and recorded regardless of the mode of teaching and learning. Students must inform the instructor of their absences in advance. One or two unauthorized absences → A or A- not allowed. Three or more unauthorized absences → B or B- not allowed.	(5%)
2) <u>Participation and contribution</u> A major component of this course is pair, group, and whole-class discussion. Thus, active class participation is the most important aspect of this course. All forms of participation (e.g., volunteering, answering the instructor's questions, asking questions about SLA, participating in group discussions actively, active participation in the TA-led tutorial sessions, etc.) will be closely monitored, recorded, and reflected in the grade.	(5%)
3) <u>Mid-term exam</u> This is an in-class and paper-and-pen exam. It aims to assess students' understanding of key concepts, theories, and findings covered in lectures and tutorials. The exam items will be carefully selected from the lecture content (such as graphs, tables, language samples, etc.).	(35%)
4) <u>Midterm interaction analysis paper</u> Students will receive second language data (e.g., speech or writing samples) and analyze, interpret, and discuss it based on relevant SLA theories and concepts. This assignment is to measure students' ability to apply their understanding of SLA to authentic language data and extract meaningful implications.	(35%)
5) <u>Second language data analysis</u> Students will receive second language data (e.g., speech or writing samples) and analyze, interpret, and discuss it based on relevant SLA theories and concepts. This assignment is to measure students' ability to apply their understanding of SLA to authentic language data and extract meaningful implications.	(20%)

Structure

1. Results: In this section, you present the results of your analysis. You can be flexible in the way of present your results. When using charts, tables, or graphs, be sure to describe and explain them. (400-500 words, except for the tables/charts/graphs)
2. Discussion: In this section, you interpret and discuss the results. Be sure to include ALL relevant theories and concepts that we covered in class. Also, don't forget to include proper in-text citations. (700-800 words)
3. Conclusion: Please suggest future research topics. Also, generate tips or suggestions for second language learners and teachers based on your data analysis. (100-200 words)
4. Reference list (not included in the word count)

Format

1. Word document file (not PDF), A4, 1-inch margin (2.54cm from all four corners)
2. 12-point Times New Roman font, double-space, left text-alignment (wave on the right)
3. Indent the first sentence of each paragraph, insert the page numbers.
4. Be sure to include your student ID and full name on the front page.
5. File name must be "LAST NAME first name" (for example, JUNG Jookyong)
6. Length limit: 1,200 words (excluding the front page, table/charts/graphs, references)
7. Late submission will not be allowed → 0 point.

Assessment rubrics

• Scoring rubrics for second language data analysis

Section	Descriptors	Score (20 points)
Results	- Overview of the data - Thorough, consistent, and systematic analysis of the given data - Efficient presentation of the results - Clear description of the results	1 – 5 points
Discussion	- Interpretation of the results based on relevant SLA theories - Inclusion of all relevant SLA theories when discussing the results - Profound depth of discussion without superficiality - Identification of new gaps, limitations, potential conflicts, and logical connections in the discussion	1– 8 points
Conclusion	- Suggestions for future research topics - Presentation of pedagogical implications with depth	1 – 4 points
Language and format	- Grammatical language, appropriate lexical choices - Coherence, cohesion, and logical flow - Formatting strictly following the instructed format	1 – 3 points

Required and recommended readings

- Required reading materials, lecture slides, handouts, and tutorial materials will be uploaded to Blackboard.
- Each assigned reading per week must be completed BEFORE each class.

Feedback for evaluation

Students can contact the instructor via diverse channels, such as face-to-face mini-conferences, e-mail correspondences, office-hour meetings, to name a few. Plus, students will receive feedback and comments on their performance on their essay and exams.

Course schedule

Week	Topics	Reading	Tutorial
1 st Sept 9	Key issues and concepts in SLA	Ortega, Ch1	
2 nd Sept 16	Child language acquisition	Lightbown & Spada, Ch1	
3 rd Sept 23	Age effects & theoretical approaches to SLA	Ortega, Ch 2.1-2.7	Tutorial 1: Age
4 th Sept 30	Cross-linguistic influence	Lightbown & Spada, Ch2	Tutorial 2: CLI
5 th Oct 7	Formal approach	Gass & Selinker, Ch 6.1-6.3	Tutorial 3: UG
6 th Oct 14	Learner language	Lightbown & Spada, Ch 5	Tutorial 4: Learner language
7 th Oct 21	In-class mid-term exam		
8 th Oct 28	Cognitive approaches to SLA	Ortega, Ch 5.1-5.3	Tutorial 5: Cognition
9 th Nov 4	Cognitive-interaction approach	Lightbown & Spada Ch4	Tutorial 6: Interaction
10 th Nov 11	Sociocultural approach	Ortega Ch 10.2-10.5	Tutorial 7: Sociocultural approach
11 th Nov 18	Individual differences in SLA (Ability factors)	Ellis (2004)	Tutorial 8: ID factors
12 th Nov 25	Individual differences in SLA (Personality factors)	Lightbown & Spada, Ch3	Q & A (optional)
13 th Dec 2	Final-term in-class exam		
14 th Dec 9	Second Language Data Analysis Paper Due		

Contact details for teacher(s) or TA(s)

Professor/Lecturer/Instructor:	
Name:	Jookyoung Jung
Office Location:	Fung King Hey Room 302
Telephone:	3943 5719
Email:	jookyoungjung@cuhk.edu.hk
Teaching Venue:	TBA
Website:	TBA
Other information:	NA

Details of course website

The course syllabus, course content (lecture notes, handouts, tutorial materials, reading chapters and articles), and course-related announcements will be available at Blackboard (<https://blackboard.cuhk.edu.hk/>). Therefore, students are strongly recommended to visit Blackboard to stay updated about the course status.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

This course adopts our Faculty's AI Approach 1, i.e., Prohibit all use of AI tools.

Students are not allowed to use any AI tools in any kind of learning activity or assessment that will be counted towards students' final grade of the course, or used for evaluating students' attainment of the desired learning outcomes. Students are expected to produce their own work independently without any collaboration or use of AI tools. Such information should be spelt out clearly in the course outline or learning activity/assessment guide.

Guideline on sharing lecture recordings

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but **shall NOT distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.**

Course Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the

principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.